



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
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Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3: January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

Applicant Information

Organization Del Valle Independent School District CDN 227910 Vendor ID 1-741472531 ESC 13 DUNS 010536803

Address 5301 Ross Road Suite 105 City Del Valle ZIP 78617 Phone 512-386-3045

Primary Contact Irma Guerra Scott Email Irma.GuerraScott@dvisd.net Phone 512-386-3004

Secondary Contact Jena Gonzalez Email Jena.gonzalez@dvisd.net Phone 512-386-3833

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- ☒ Grant application, guidelines, and instructions ☒ Debarment and Suspension Certification
☒ General Provisions and Assurances ☒ Lobbying Certification
☒ Application-specific Provisions and Assurances ☒ ESSA Provisions and Assurances requirements

Authorized Official Name Dr. Kelly Crook

Title Superintendent

Email Kelly.Crook@dvisd.net

Phone (512) 386-3010

Signature

Date 11/07/2018

Grant Writer Name Jena Gonzalez

Signature

Date 11.7.18

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of the applicant organization.

RFA # 701-18-106 SAS # 277-19

2019-2021 Grown Your Own Grant Program, Cycle 2

701-18-106-005

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Recruit and select 9 currently employed teacher candidates from diverse backgrounds to complete an Educator Preparation Program and be the teacher of record on a probationary certificate for the 2019-2020 school year to address teacher shortage.	A preliminary teacher candidate interest meeting was held on 10.25.18. Twenty potential teacher candidates expressed interest should DVISD receive the grant award. This grant will enable DVISD to recruit and retain current employees who want to become teachers.
Recruit and select 9 currently employed teacher candidates to complete ECP obtaining teaching credentials in identified teacher shortage areas (Bilingual/ESL, Special Ed., Math, CTE, and Science).	By May 2020, Del Valle ISD will place nine certified teachers in identified teacher shortage area classrooms (Bilingual/ESL, Special Ed., Math, CTE, and Science) as a result of receiving this GYO Grant.
Increase student enrollment in Education and Training classes and CTSO by 10% each year during the Grant period to grow and recruit future teacher candidates to stay and work in DVISD.	A student and faculty cohort-based model will be implemented to encourage students to enter and persist in the Education and Training courses. Student recruiting efforts will begin early in middle school and/or as they enter High School.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

According to the U.S. Department of Education, 2018-2019 Texas teacher shortage areas are: English as a Second Language - Bilingual Education - Pre-K through 12, Career and Technical Education - 7 through 12, Special Education - Pre-K through 12, and Mathematics - 7 through 12. Del Valle ISD has identified the following shortage areas: Bilingual/ESL, Special Ed., Math, CTE, and Science teachers for all grade levels. By May 2020, Del Valle ISD will place nine teachers in shortage area classrooms as a result of receiving this GYO Grant.

Increase student enrollment in Education and Training classes and CTSO membership by 10% each year during the Grant period. Join and grow a CTSO (TAFE/FCCLA) and participate in a minimum of one competitive event per year.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

ESC Region 13 Educator Certification Program (ECP) / District Referral Program (DRP) will begin August 2019. The blended training will consist of on-line coursework along with face-to-face classroom meetings. The Program is an accelerated intensive 12 month training program which runs concurrent with the first year of teaching. Program is a field-based preparation model in which the teacher candidates will earn a standard Texas teaching certificate. Current employees with a Bachelor's degree will be hired by Del Valle ISD as a full time teacher of record after applying and being accepted into ECP/DRP Program. Teacher candidates must pass TExES content exam to be issued a probationary certificate prior to being able to teach. Participate in a mandatory intensive 80 hour boot camp pedagogy training sessions prior to start of school. (August 2019) Each candidate will be assigned an on campus mentor/teacher who is trained and paid for by ESC 13 ECP. Join a Career and Technical Student Organization (TAFE/FCCLA). Offer One Education and Training course as dual credit.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Continue spiraled instruction for 70+ hours during first year of teaching (internship). ESC Region 13 (ECP)/(DRP) Program representatives will bring individualized instruction in the classroom and provide feedback to teacher candidates. Additional in classroom field support visits to ensure quality engaging teaching and to provide additional support and mentorship. Continue to attend 12 hours of ECP classes per month. Campus Administrator classroom walk-through data. Number, demographics, and class rank of students enrolled in each Education and Training course. Number and demographics of students participating in CTSO (TAFE/FCCLA) activities. Number and demographics of students who participated in at least one Education and Training course who plan to enroll as education majors and/or pursue careers in education.

Third-Quarter Benchmark

Continue spiraled instruction for 70+ hours during first year of teaching (internship). ESC Region 13 ECP/DRP Program representatives will bring individualized instruction in the classroom and provide feedback to teacher candidates. Additional in classroom field support visits to ensure quality engaging teaching, to provide additional support and mentorship. Continue to attend 12 hours of ECP classes per month. Campus Administrator classroom walk-through data. Successful completion of the ECP/DRP Program and a year as teacher of record. Request and receive campus Principal recommendation. Candidates apply and receive a Standard Texas Teaching certificate. Number and demographics of students participating in CTSO (TAFE/FCCLA) activities. Number and demographics of students who participated in at least one Education and Training course who plan to enroll as education majors and/or pursue careers in education. Number of college-ready students indicating education as a major on the ACT/SAT.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The District will use ESC Region 13 Educator Certification Program (ECP) / District Referral Program (DRP) team evaluation information, class data, and campus mentor observations to determine how candidates are progressing in the ECP/DRP certification program. In addition, an ESC trained field specialist will complete eight classroom visits to provide support and feedback on teacher candidate instructional delivery skills. Teacher candidate campus data collected and reviewed will be classroom walk-throughs, teacher absences, and student progress reports. Del Valle ISD Assistant Superintendent of Student and Staff Support Services will monitor teacher candidate progress throughout their year internship. If needed, additional supports such as, classroom modeling, professional development, instructional coach visits, and campus Principal support will be provided. On site ESC 13 trained campus mentors will engage candidates in an ongoing process of inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous improvement. Time-lines and checklists will be implemented to track milestones and to allow for quarterly reviews of the grant project. Quarterly meetings will be conducted to gather feedback and progress on teacher candidates. End of program evaluations completed by teacher candidates will be analyzed for program effectiveness.

The following data will be collected and reviewed to monitor the goal to increase student enrollment in Education and Training classes and CTSO by 10% each year during the Grant period: Number and demographics of students enrolled, number of CTSO participation events attendance, number of middle school/high school student recruitment events and school counselor student career guidance student contact logs. Promote programs through social media avenues, such as, DVISD websites, Facebook, Twitter, flyers, emails, and student/parent informational meetings.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
 - ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

Del Valle is committed to growing all Career and Technical Education pathways. The newest project consists of a new 61,500 square foot CTE Building addition next to the existing Del Valle High School, which includes classes and labs for education and training, construction, health sciences, biotechnology, computer/IT, business, and a printing lab.

Del Valle ISD currently offers the following Education and Training courses at Del Valle High School:

- PRACTICUM IN EDUCATION/TRAINING CT8359
- INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING CT8358
- PRINCIPLES OF EDUCATION AND TRAINING CT2556

The current teacher of record for these courses holds a Master's Degree with 18 education field hours and will be eligible for \$10,000 stipend. The teacher also holds a Texas Educator Certificate in Secondary Family and Consumer Sciences and has 14 years experience teaching Education and Training courses. DVISD is currently collaborating with an Institute of Higher Education to offer at least one of the current courses as dual credit in the 2019-2020 school year and adding an additional dual credit course in the 2020-2021 school year.

Education and Training Courses Teacher MOU description - As a condition for participation in the grant program and for receiving the associated stipend, the teacher of record will be required to sign a memorandum of understanding which commits them to remain at Del Valle ISD for a period of two school years. In addition, the teacher of record agrees to submit two original master lessons within the Education and Training curriculum to TEA per year for review and potential publication.

Texas Academic Performance Report 2016-2017 District Profile indicates that the diversity of the of the teachers depict the diversity of the students except for the low percentage of Hispanic teachers compared to Hispanic students. If awarded, this Grant could close the Hispanic teacher gap by recruiting additional Hispanic students to join the teaching field and encouraging them to stay with their Alma Mater, Del Valle ISD.

STUDENTS			TEACHERS		
	#	%		#	%
African American	984	8.8%	African American	49.5	6.0%
Hispanic	9,377	83.4%	Hispanic	246.7	30.0%
White	641	5.7%	White	494.9	60.2%
American Indian	27	0.2%	American Indian	2.0	0.2%
Asian	66	0.6%	Asian	17.6	2.1%
Pacific Islander	6	0.1%	Pacific Islander	3.0	0.4%
Two or More Race	137	1.2%	Two or More Race	9.0	1.1%
TOTALS	11,238			822.7	

The family and consumer sciences (FCS) profession has documented a national need for increasing the number of FCS educators for the workforce. Del Valle ISD will become a member of a Career and Technical Student Organization: Family, Career and Community Leaders of America (FCCLA) or Texas Association of Future Educators (TAFE) in the 2019-2020 school year. Networking and participating in State and National FCCLA Chapter events will provide future teacher recruitment opportunities and promote Family and Consumer Sciences and related occupations to current students.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

The District recruitment plan will involve the following:

1. Establish a partnership with ESC Region 13 Educator Certification Program (ECP) / District Referral Program (DRP) for currently employed candidates who are pursuing only a teacher certification. A signed letter of commitment or MOU will be presented to TEA for approval if selected as a preliminary awardee.
2. A recruitment flier will be sent to all DVISD employees through the District's email system for a minimum of three times during a two week application period. The flier will explain the employee requirements for applying as a teacher candidate grant recipient.
3. All eligible candidates will be invited to attend an informational session explaining the Grant Program Guidelines and MOU requirements which commits them to remain at Del Valle ISD for a period of two school years, which will include the initial year long probationary period.
4. Interested candidates will be required to complete an application that will include the certification area they wish to pursue and signature agreeing to MOU requirements.
5. A written essay describing what personal or professional characteristics make you a qualified applicant for the Grow Your Own Grant Program (750 word maximum). The essay must also show evidence of school activities involvement and commitment to completing the Program.
6. Selected candidates must submit three (3) references from DVISD Leadership Position (Vice-Principal, Principal, District Coordinator or District Director) and a written recommendation from current campus principal.
7. Review applicant paperwork with highest rubric scores. Priority points will be given to applicants who wish to pursue teacher certification for positions that Del Valle ISD has identified as "hard to staff" or "shortage" areas, which include bilingual, special education, Math, CTE, and Science.
8. Personal interview of teacher candidate applicants.

ESC Region 13 District Referral Program MOU description - Candidates pursuing only a teacher certification through this program are eligible for a \$5,000 stipend to be disbursed over one year and paid directly to ESC Region 13 Educator Certification Program (ECP) / District Referral Program (DRP). Any remaining balance will be paid to the candidate upon successful completion of the program.

Teacher Candidate MOU Description - As a condition for participation in the grant program and for receiving the associated stipend, candidates will be required to sign a memorandum of understanding which commits them to remain at Del Valle ISD for a period of two school years.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	1	X \$11,000 =	11,000
Number of teachers who are teaching Education and Training courses, but not for dual credit	0	X \$5,500 =	0
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019	0	X \$9,000 =	0
Total Request for Pathway 1			17,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only	9	X \$5,500 =	49,500
Number of candidates pursuing both a bachelor's degree and a teacher certification	0	X \$11,000 =	0
Request for Pathway 2			49,500
Request for Pathway 1			17,000
Total Combined Request for Pathways 1 & 2			66,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment	0	X \$22,000 =	0
Number of candidates participating in an intensive pre-training service program	0	X \$5,500 =	0
Total Request for Pathway 3			0

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET
Teacher with Master's degree teaching Dual Credit Education and Training courses	10,000
Substitute Teachers (10 days @ \$100)	1,000
PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Inservice Fee to Region 13 ESC - PD, courses, support services, etc. (9 candidates @ \$5,150.00)	49,500
SUPPLIES AND MATERIALS (6300)	
Consumable supplies and instructional materials	2,500
OTHER OPERATING COSTS (6400)	
Teacher/Student Chapter Dues, Travel Costs, Transportation Costs	3,500
Total Direct Costs	66,500
Should match amount of Total Request from page 8 of this application	
Indirect Costs	3,077
TOTAL AMOUNT REQUESTED	68,546
Total Direct Costs plus Indirect Costs	

Appendix I: Negotiation and Amendments (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

<u>Negotiated/Amended Section</u> For amendments: Choose the section you wish to amend from the drop down menu.	<u>Negotiated Change/Amendment</u> For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.
<div></div> <div>FOR TEA USE ONLY Changes confirmed with _____ on this date _____ Via phone/fax/email by TEA staff person _____</div>	
<div></div> <div>FOR TEA USE ONLY Changes confirmed with _____ on this date _____ Via phone/fax/email by TEA staff person _____</div>	
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<div></div> <div>FOR TEA USE ONLY Changes confirmed with _____ on this date _____ Via phone/fax/email by TEA staff person _____</div>	

Grow Your Own Grant Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

ONE (1)

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Del Valle ISD will become a member of a Career and Technical Student Organization: Family, Career and Community Leaders of America (FCCLA) or Texas Association of Future Educators (TAFE) in the 2019-2020 school year. FCCLA is the only career and technical in-school student organization with the family as the central focus. TAFE is a co-curricular statewide student organization created to allow young men and women an opportunity to explore the teaching profession. Participation in state and national programs and chapter activities help members become strong leaders in family, education careers and communities.

FCCLA and TAFE both offer many participation activities throughout the year, such as:

- Fall Leadership Workshops, Peer Education Training, Career Days, Region V competitive events, State Leadership Conference, Officer Leadership Training, National Leadership Conference, and Life Smarts & Knowledge Bowl

According to the final report of the spring 2013 Institute of Politics Education Policy Group, Rethinking Teacher Recruitment at Harvard, teacher recruitment should begin early. 44% of the study participants decided they wanted to become a teacher before college. It was noted that the majority of teacher preparation and recruitment programs do not begin to contact high school students before their junior or senior year. Del Valle ISD will begin focusing on early middle school/high school student recruitment, selling high school students on positive student impact, addressing concerns about classroom management, and communicating accurate and precise information about salaries. The results expected will be to improve recruitment, retention and, ultimately, the educational and life outcomes of all students at DVISD.

Strategies to increase student enrollment in Education and Training courses include:

- Early program peer recruitment in the three DVISD middle schools by current FCCLA/TAFE High School student members who will engage and assist students interested in a career in education by helping them explore the teaching profession while promoting character, service, and leadership skills necessary for becoming effective educators. Make and display recruitment posters at all the middle schools.
- Promote program through social media avenues, such as, DVISD websites, Facebook, Twitter, flyers, emails, and student/parent informational meetings.
- Train and provide school counselors with information and print materials to share with students who inquire about becoming an educator.

Del Valle ISD currently has highly qualified, field experienced classroom teachers that are currently teaching Education and Training Courses. In order to retain our current teachers, recruit new teachers and expand Career and Technical Student Organizations, a stipend proposal will be recommended for Education and Training teachers who will be CTSO Sponsors. The stipend proposal is an incentive to sustain the program after the two year grant implementation period.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Targeted recruitment goal #1 will be to recruit students that mirror the diversity of our student population. DVISD 2016-2017 District Profile indicates that the diversity of the of the teachers depict the diversity of the students except for the low percentage of Hispanic teachers compared to Hispanic students. "According to a 2016 report by the U.S. Department of Education, 82 percent of the teaching force is white. But recent studies have shown the promising advantages of a teaching force that more closely resembles the student population. For example, one recent study found that low-income black male students were 39 percent less likely to drop out by high school if they were assigned to a black teacher in 3rd, 4th, or 5th grade. People tend not to understand or appreciate the complexity, creativity, and challenge that is inherent in teaching, the joy it can bring, or the impact they can have while in the role". (Gershenson, 2017)

Targeted recruitment goal #2 will be to recruit students early in middle school and/or as they enter High School. "Part of the solution to teacher shortages and problems in education is to engage altruistic young people early tailoring programs to the needs of the communities they serve, which can mean instilling cultural pride in future teachers or building a diverse workforce that truly reflects student demographics. It's worth noting that 60 percent of teachers work just 20 miles from where they grew up". (Simmons, 2018) To achieve this goal, the district will organize meet-and-greet social sessions for potential candidates to get to know top district leadership and learn more about the District and schools.

A student and faculty cohort-based model will be implemented to encourage students to enter and persist in the Education and Training courses. Faculty and programmatic cohort advantages include increased program delivery efficiency and enrolment management (Barnett, Basom, Yerkes, & Norris, 2000). Studies indicate the benefits of cohorts include enriching members' learning experiences (Harris, 2006; Lawrence, 2002; Maher, 2005), and providing social and emotional support (Mandzuk, Hasinoff & Seifert, 2003). Studies on program completion show that peer relationships, in the form of meaningful professional and personal connections, are associated with increased motivation for learning, persistence in the face of challenges, and success in program completion (Lawrence, 2002; Maher, 2005; Miller, 2007).

Del Valle ISD currently offers the following Education and Training courses with an enrollment of approximately 100 students. The goal is to offer one course as dual credit in 2019-2020 and adding an additional dual credit course in 2020-2021. Successful recruitment strategies will increase student enrollment in these courses by 10% each year during the two year grant period. 2016-2017 TAPR Postsecondary readiness data (2015-2016) indicates Del Valle students outperformed State/Region students on the Texas Success Initiative Assessment (TSIA) in reading and math. This data indicates that Del Valle students are ready for college level coursework and will be successful in completing dual credit courses.

ELA State – 22.6% Region – 23.1% Del Valle – 29.4%

MATH State – 18.1% Region – 18.3% Del Valle – 20.5%

- **PRINCIPLES OF EDUCATION AND TRAINING** - This is an introductory course which studies the societal impacts of education and explore careers in teaching, training, administration, administrative support and professional services through hands-on learning, authentic assessment, and project based activities.
- **PRACTICUM IN EDUCATION/TRAINING** - Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and complete other responsibilities of classroom teachers, trainers, paraprofessionals, or other educational personnel.
- **INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING** - This course is a field-based class which provides students background knowledge of child and adolescent development principles, as well as principles of effective teaching practices. Students act as an active intern in a teaching environment.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

NINE (9)

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Del Valle ISD will form a partnership with ESC Region 13 Educator Certification Program (ECP) / District Referral Program (DRP). This Program will be for current Del Valle employees who already hold a Bachelor's degree and want to become a teacher. Teacher candidates must have a minimum GPA of 2.5 overall.

The process for the Educator Certification Program (ECP) / District Referral Program (DRP) will consist of the following:

- Teacher candidates will receive an offer of a full time teacher of record position from Del Valle ISD.
- Del Valle ISD Human Resource Department will complete (ESC 13) District Referral Form and submit to ESC.
- Teacher candidates will receive a password from ESC to access the online District Referral Program application. Application and required documents are submitted online.
- Teacher candidates will receive an acceptance letter from ESC 13 ECP/DRP with instructions on which TExES content exam to take to obtain a probationary certificate. Test preparation instructions will also be provided. A practice exam can be completed at ESC 13 if needed.
- Teacher candidates will complete 30 hours of Field Based Experience including observation hours and face to face hours with students.
- Teacher candidates will participate in mandatory intensive 80-hour boot camp pedagogy training sessions prior to start of school. (August 2019) Focus areas will be Instructional Design, Classroom Management, Instructional Delivery, Professionalism, and concepts and skills pertaining to specific areas of certification.
- Teacher candidates will receive recommendation for Probationary Certification upon successful completion of content area TExES exam.
- During the intern year Teacher candidates will receive approximately 12-15 hours per month of face to face and online instruction.
- ESC 13 trained field specialists will complete eight classroom visits to provide support and feedback on Teacher candidate instructional delivery skills.
- Upon successful completion of the ECP/DRP, Principal Recommendation, and a yearlong assignment as Teacher of Record, candidates will receive a Standard Texas Teaching Certificate.

The Nine DVISD employees chosen will be in a cohort that will provide mutual academic, professional, emotional, and logistical support which will promote meaningful learning, encourage persistence, and sustainability of all teacher candidate grant recipients.



November 5, 2018

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas, 78701

Re: 2019 – 2021 Grow Your Own Grant Program, Cycle 2

On behalf of Del Valle Independent School District (DVISD) and the Board of Trustees, I am writing to express our support for the 2019 – 2021 Grow Your Own Grant Program, Cycle 2.

Del Valle Independent School District (DVISD) is a unique and growing district outside of a large urban district in Central Texas that served 11,240 in the 2016-2017 school year in Grades PK - 12. The location and uniqueness of our community often results in a challenge of recruiting and retaining highly qualified teachers in Texas Education Agency's identified teacher shortage areas of bilingual education, at all grade levels.

English Language Learners (Ells) constitute 37.6% of the student population which is almost two times higher than that of the State (18.9%). The Bilingual/ESL Education program serves 4,139 students, which is 36.8% of the population. The Career and Technical Education program serves more than 3,577 students, which is 31.8% of the students in the district.

The Del Valle ISD School Board of Trustees is supportive of this competitive grant which will enable nine current employees to become certified teachers in our identified shortage areas. The grant will also enable the District to expand CTE Education and Training Courses with a goal of offering one course for Dual Credit in the 2019-2020 school year and adding an additional dual credit course in the 2020-2021 school year. By recruiting and growing our own students as teachers, we will be addressing future teacher shortages in Del Valle ISD.

In closing, DVISD School Board of Trustees appreciates the opportunity to apply for this competitive grant and TEA's continuous effort to improve student performance.

Regards,

Rebecca Birch
School Board President
Del Valle Independent School District